



**FOUR CORNERS STRATEGY IN TEACHING SPEAKING  
TO THE ELEVENTH GRADE STUDENTS OF SMAN 1 MAYONG  
JEPARA IN 2014/2015 ACADEMIC YEAR**

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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2015**

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JEPARA IN 2014/2015 ACADEMIC YEAR**

**SKRIPSI**

**Presented to the University of Muria Kudus  
In Partial Fulfillment of the Requirements for Completing  
The Sarjana Program in English Education**

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2015**



## MOTTO AND DEDICATION

### Motto :

❖ *Actually, after difficulty there is ease (QS: Al Insyirah)*

❖ *“A Miracle is another Name of an Effort”*

*(To the Beautiful You, Choi Min Ho)*

❖ *“Never give up on something you really want. It’s difficult to wait, but more difficult to regret ”*  
*(Mario Teguh)*

### **This skripsi is dedicated to:**

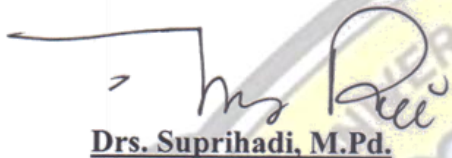
- ***The Researcher’s Beloved Parents*** (Mr. Isa Ansori and Mrs. Subasah) Thanks a lot for your endless love, support, and pray
- ***The Researcher’s Beloved Family “I Love You All”*** Thanks for your support
- ***“All of The Researcher’s Friends”*** You make my life colorful
- ***Great thanks for The Researcher’s advisors*** (Drs. Suprihadi, M.Pd. and Dr. H.A Hilal Madjdi, M.Pd.) who always help and advise me in finishing this skripsi

## ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of YULIANA FRENSISKA  
(NIM 201132013) has been approved by the advisors for further approval by  
Examining Committee.

Kudus, May 2015

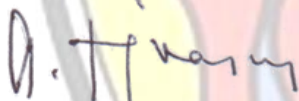
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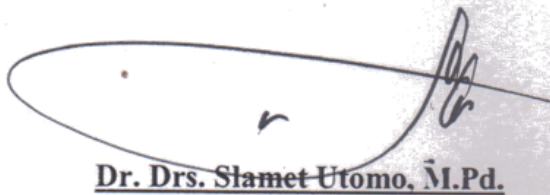


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Finally, the researcher also does realize that the writing is still in opaque so that requires improvements. Contributive criticisms and definitely needed to make it better. The researcher has a deep expectation that the research will be useful for her, the further study and research and all of the readers.

Jepara, June 2015

The Researcher

**YULIANA FRENSISKA**



## ABSTRACT

Frensiska, Yuliana. *Four Corners Strategy in Teaching Speaking to the Eleventh Grade Students of SMAN 1 Mayong Jepara in 2014/2015 Academic Year*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Drs. Supriyadi, M.Pd. (ii) Dr. H.A. Hilal Madjdi, M.Pd.

Keywords: Speaking Ability, Four Corners Strategy

English as one of the international language is very important since it has been bridge of communication among people in different country. In Indonesia, English is taught in elementary school, Junior high school, and senior high school. The language skills to be achieved are divided into four. There are listening, speaking, reading, and writing. Speaking as one of the four major skills in English is the most important skill. Some students say that speaking is one of difficult subjects. It could be proved from the score of the students were not enough to achieve the KKM. In this research the researcher used Four Corners as a strategy in teaching speaking.

This research was aimed to find out whether there is significant difference between the speaking skill of the eleventh grade students of SMAN 1 Mayong Jepara in 2014/2015 Academic year before and after being taught by using four corners strategy.

This research was quantitative experimental research. The instrument of this research was oral test. The researcher gave pre test before being taught by using Four Corners Strategy and gave post test after being taught by using Four Corners Strategy. The sample of the research was thirty two students from XI IPA 3. The sample has got by using purposive sampling technique.

The results of the experiment in pre test before being taught by using Four Corners Strategy were: the minimum score was 45, the maximum score was 75 and the mean of pre test was 59.96. Meanwhile the standard deviation was 8.2. It indicated that the speaking ability of the eleventh grade students of SMAN 1 Mayong Jepara in 2014/2015 Academic Year before being taught by using Four Corners Strategy was categorized as *sufficient*. The results of the experiment in post test after being taught by using Four Corners Strategy were: the minimum score was 55, the maximum score was 85 and the mean of post test was 73.71. Meanwhile the standard deviation was 11.13. It indicated that the speaking ability of the eleventh grade students of SMAN 1 Mayong Jepara in 2014/2015 Academic Year after being taught by using Four Corners Strategy was categorized as *good*. After processing the data found, the mean of the post test was better than pre test. ( $73.71 > 59.96$ ). The t observation ( $t_0$ ) was 17.63, the level of significance 5% ( $df (31) = 2.042$ ) concluded that there was significant difference of the speaking skill of the eleventh grade students of SMAN 1 Mayong Jepara in 2014/2015 Academic Year before and after being taught by using Four Corners Strategy.

In this research, the researcher suggests the English teachers to use Four Corners as a teaching strategy to improve students' speaking ability. The students

have to be more confident and not be afraid of making mistakes when they are speaking in front of class. The readers would have more information about the use Four Corners Strategy in teaching speaking. For the further researchers, this skripsi also could be one of references.



## ABSTRAK

Frensiska, Yuliana. 2015. *Strategi Empat Sudut dalam Mengajar Berbicara untuk Siswa Kelas XI SMAN 1 Mayong Jepara Tahun Akademik 2014/2015*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (i) Drs. Supriyadi, M.Pd. (ii) Dr. H.A Hilal Madjdi, M.Pd.

Kata Kunci: Kemampuan Berbicara, Strategi Empat Sudut

Bahasa Inggris sebagai salah satu bahasa internasional sangat penting karena merupakan jembatan komunikasi antara orang-orang di berbagai negara. Di Indonesia, bahasa Inggris diajarkan di SD, SMP, dan SMA. Ketrampilan bahasa yang ingin dicapai dibagi menjadi empat. Ada yang mendengar, berbicara, membaca, dan menulis. Berbicara sebagai salah satu empat ketrampilan utama dalam bahasa Inggris adalah ketrampilan yang paling penting. Beberapa siswa mengatakan bahwa berbicara adalah salah satu mata pelajaran yang sulit. Itu bisa dibuktikan dari nilai siswa tidak cukup untuk mencapai KKM. Dalam penelitian ini, peneliti menggunakan Empat Sudut sebagai strategi dalam mengajar berbicara.

Penelitian ini bertujuan untuk mengetahui kemampuan berbahasa siswa di kelas sebelas SMAN 1 Mayong Jepara tahun akademik 2014/2015 sebelum dan setelah diajarkan dengan menggunakan Strategi Empat Sudut.

Penelitian ini adalah penelitian eksperimental. Instrumen penelitian ini adalah ujian lisan. Sampel penelitian adalah tiga puluh dua siswa dari XI IPA 3. Sampel didapat dengan menggunakan teknik sampel purposive.

Hasil penelitian di pra tes sebelum diajarkan dengan menggunakan strategi Four Corners: Skor minimum adalah 45, Skor maksimum adalah 75 dan rata-rata tes pra 59,96. Sementara deviasi standar adalah 8,2. Ini menunjukkan bahwa kemampuan berbahasa siswa kelas sebelas SMAN 1 Mayong Jepara pada tahun 2014/2015 tahun akademik sebelum diajarkan dengan menggunakan Strategi Empat Sudut dikategorikan sebagai cukup. Hasil percobaan dalam tes posting setelah diajarkan dengan menggunakan Strategi Empat Sudut: Skor minimal 55, Skor maksimum adalah 85 dan mean post Test 73,71. Sementara deviasi standar adalah 11,13. Ini menunjukkan bahwa kemampuan berbahasa siswa kelas sebelas SMAN 1 Mayong Jepara pada tahun 2014/2015 tahun akademik setelah diajarkan dengan menggunakan Strategi Empat Sudut dikategorikan sebagai baik. Setelah memproses data yang ditemukan, rata-rata post tes lebih baik daripada pra tes. (73,71 mengatakan 59,96). Pemerhatian  $t(t_0)$  adalah 17,63, level signifikan 5% ( $df(32) = 2,042$ ) menjelaskan bahwa ada perbedaan signifikan pada kemampuan berbicara siswa pada kelas sebelas di SMAN 1 Mayong Jepara tahun akademik 2014/2015 sebelum dan sesudah diajarkan menggunakan Strategi Empat Sudut.

Dalam penelitian ini, peneliti menunjukkan guru bahasa menggunakan Empat Sudut sebagai strategi pengajaran untuk meningkatkan kemampuan berbahasa siswa. Siswa harus lebih percaya diri dan tidak takut membuat kesalahan ketika mereka berbicara di depan kelas. Pembaca akan memiliki informasi lebih lanjut tentang menggunakan Strategi Empat Sudut dalam

mengajar berbicara. Untuk para peneliti yang lebih lanjut, skripsi ini juga bisa menjadi salah satu referensi.





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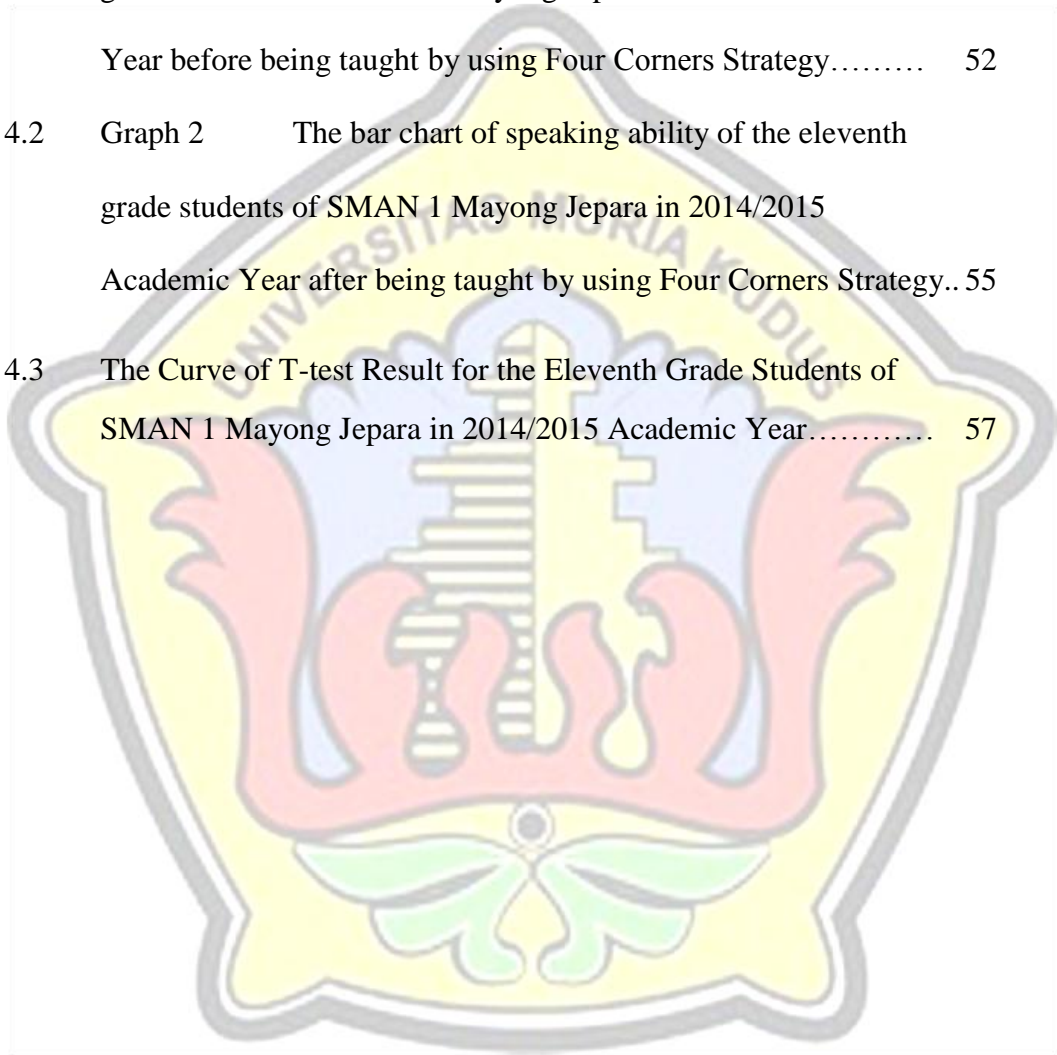


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